

**NEXT GENERATION
SCHOOL**

US CURRICULUM

**INSPECTION REPORT
2021-2022**


























ACCEPTABLE



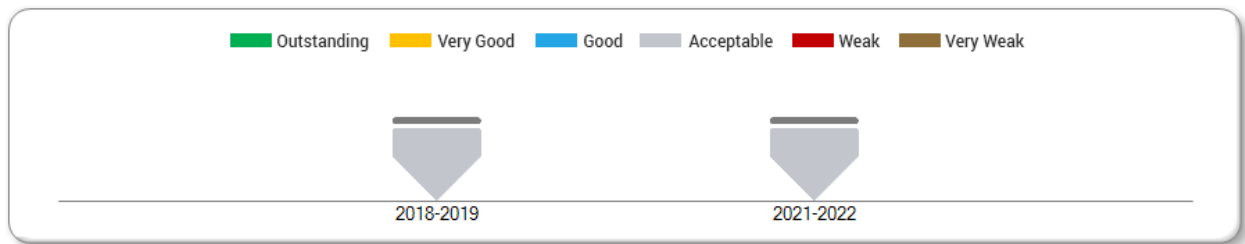
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School Information

General Information	 Location	Al Barsha 1
	 Opening year of School	2016
	 Website	ngsdubai.ae
	 Telephone	+97145817700
	 Principal	David Kinkead
	 Principal - Date appointed	9/1/2021
	 Language of Instruction	English, Arabic
	 Inspection Dates	23 to 26 May 2022
Students	 Gender of students	Boys and girls
	 Age range	3 to 15
	 Grades or year groups	KG1 to Grade 9
	 Number of students on roll	1006
	 Number of Emirati students	210
	 Number of students of determination	109
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	78
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	53
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	2
	 Teacher turnover	18
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US - New York State
	 External Tests and Examinations	MAP, CAT4
	 Accreditation	NEASC

School Journey for NEXT GENERATION SCHOOL



Summary of Inspection Findings 2021-2022

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students' Outcomes</p>	<ul style="list-style-type: none"> Attainment in English is weak in the elementary, middle and high schools. In all other subjects and phases, including the Kindergarten (KG), attainment is acceptable. Progress in English, mathematics and science is good in KG and in the elementary school in Islamic education. In all other phases and subjects, progress is acceptable. Over the last three years, there have been improvements in attainment in Arabic and mathematics. The focused attention on early literacy and numeracy has improved progress in KG. The improved approaches to the teaching of Islamic education have strengthened progress in the elementary school. Other than in the high school, where personal development is acceptable, students' personal development is good. Their understanding of Islamic values and awareness of UAE and world cultures have improved and are now very good. Students' social responsibility and innovation skills are good in all phases. Across the school, their awareness of the need to care for the environment is strong. Students' relationships with one another have improved in the elementary and middle schools.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Teachers in KG use their expertise in early childhood education to plan teaching approaches that are suited to the needs of young learners. Teaching in the rest of the school is less consistent. Assessment is used well in KG to track the development of children's skills and knowledge. In the other phases, assessment is used to identify students' strengths and needs, but this information is not sufficiently used to guide lesson planning. Improvements to the way the US curriculum standards are implemented are evident in KG, where teachers ensure students learn through multisensory approaches and build independent learning skills. These are implemented less effectively in the other phases. An enhanced curriculum is leading to increased student engagement in Islamic education. Adaptations of the curriculum to support students who have gaps in their learning are good in KG but inconsistent in the other phases. All matters relating to students' health and safety are given an appropriately high priority. All staff are provided with safeguarding and child protection training. Students are kept safe both within the school and when on school transport. Healthy living and active lifestyles are promoted throughout school life. Students receive appropriate career guidance and personal support. However, support for students with gifts and talents is underdeveloped.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> In the KG, effective leadership is having a positive impact on children's performance. In the other phases, leadership is less cohesive and effective. Strategic planning is not sufficiently focused to guide improvement. Parents are supportive and welcome the information they receive. While governors are supportive, they have not done enough to ensure that staffing is adequate, particularly in the lower elementary grades. The day-to-day management routines are effective, and the school runs smoothly.

The Best Features of The School:

- The improved provision and outcomes in the KG
- Students' personal development and their understanding of Islamic values and Emirati culture
- The good arrangements for keeping students safe and for promoting healthy lifestyles
- The positive relationships and partnerships with parents.







Key Recommendations:

- Raise attainment to be at least good in all subjects.
- Improve the effectiveness of teaching in all subjects by ensuring that:
 - teachers' expectations of what students can achieve are consistently high
 - learning tasks are appropriately challenging, and the best use is made of the available teaching time
 - effective use is made of questioning to check students' understanding and deepen their thinking.
- Ensure that improvement planning is sharply focused on raising attainment, has clear and measurable success criteria and specifies the action needed to achieve success.
- Improve provision and outcomes for students of determination by strengthening the leadership of inclusion and by matching work and support in lessons more closely to students' needs.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Weak ↓	Weak ↓	Weak
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good ↑	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Good ↑	Acceptable	Acceptable ↑	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	↑ Good	Acceptable	Acceptable	Acceptable
Learning skills		Good ↑	Acceptable	Acceptable	Acceptable

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Good	Good ↑	Good ↑	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good ↑	Acceptable	Acceptable ↑	Acceptable

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good ↑	Good ↑	Good ↑	Good
Care and support	Good	Acceptable	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership			Acceptable
School self-evaluation and improvement planning			Acceptable ↑
Parents and the community			Good ↑
Governance			Acceptable
Management, staffing, facilities and resources			Acceptable ↓

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- The most rapid progress is made by students in the elementary school because work in lessons is more closely matched to their learning needs. School assessment information shows that attainment in the middle and high schools is higher than that evident in lessons and in students' work.
- Students have secure knowledge and understanding of Islamic manners and adequate knowledge of the meaning of Hadeeth and the Holy Qur'an verses. However, their ability to cite references is limited. Their knowledge of Seerah of the Prophet (PBUH) is adequate in the elementary school but is inconsistent in the upper grades.
- The school provides additional Holy Qur'an instruction time in all phases, but the impact of that on students' memorization skills is limited. Lessons in the middle and high schools often lack pace and challenge.

For Development:

- Improve students' ability to cite the Holy Qur'an and Hadeeth.
- Improve the effectiveness of teaching in the middle and high schools and students' knowledge of Seerah.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- The attainment of girls, especially in the middle and high schools, is above that of boys. The progress of the more able students is slightly slower than that of the other groups due to the insufficient challenge in lessons.
- Across all phases, excessive teacher talk restricts students' opportunities to develop their speaking skills. Consequently, students' listening skills develop in advance of their ability to speak with confidence. Their reading comprehension and creative writing skills are underdeveloped.
- A recent emphasis on the development of reading, across all phases, is supported by reading programs and worksheets in lessons. However, these are often not challenging enough to improve students' reading skills.

For Development:

- Improve students' reading and writing by providing them with learning activities that are matched to their attainment levels.
- Improve students' speaking skills by providing them with more opportunities to engage in discussions in lessons.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Although attainment has improved, students' progress is inconsistent across the elementary and middle schools. The attainment of girls is slightly better than that of boys in the elementary phase. The progress of the more able students is marginally slower than that of other groups, especially in the high school.
- Most students have adequate listening and responding skills. Their ability to read familiar text aloud is sound. However, their independent extended writing and reading comprehension are less developed, particularly for those in the upper grades who have more years of learning Arabic.
- Although teachers are aware of the differing number of years that students' have been learning Arabic, insufficient account is taken of this to ensure that learning tasks are matched to their particular learning needs. The level of work presented to the more able students is not always sufficiently challenging.

For Development:

- Ensure that work in lessons takes account of the number of years students have been learning Arabic and is sufficiently challenging for the more able students.
- Provide more opportunities for students to develop their reading comprehension and extended writing skills.

English

	KG	Elementary	Middle	High
Attainment	Acceptable	Weak ↓	Weak ↓	Weak
Progress	Good	Acceptable	Acceptable	Acceptable

- The children in KG make rapid progress learning English and demonstrate acceptable attainment overall. The students in Grades 1 to 9 generally reach lower attainment levels, due to their low starting points. They make only acceptable progress against the New York State curriculum standards.
- Girls in Grades 1 to 9 generally make better progress than the boys.
- Students' oral skills are often acceptable or good, but their reading and writing skills are weak overall. There are a few highly skilled writers in the elementary and middle grades.
- Emirati students' attainment and progress are generally the same as those of other students in the elementary school. Their progress is slightly slower in the middle school but improves in Grade 9.

For Development:

- Encourage boys in the middle and high schools to read a variety of genres daily.
- Promote students' use of notetaking in Grades 1 to 9 to support their learning.
- Provide more frequent opportunities for students to write at length for a variety of purposes.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good ↑	Acceptable ↑	Acceptable ↑	Acceptable
Progress	Good ↑	Acceptable	Acceptable ↑	Acceptable

- In Grades 1 to 9, most students' attainment shows they have not fully grasped the grade level concepts or skills. Although there has been improvement in some mathematical skills, the analyses of external assessment data show a similar picture. Children in the KG make more rapid progress in the development of basic numeracy.
- The infrequent use of manipulatives, particularly in the elementary school, limits students understanding of geometry. Students' critical thinking, enquiry and research skills are underdeveloped. The higher attaining students are not sufficiently challenged.
- Students' understanding of number concepts and calculation skills are strengths in all phases. Their problem-solving, investigation, quick recall of multiplication and spatial reasoning are not well-developed.

For Development:

- Across all phases, provide more challenging applications, as set out in the curriculum standards, to enable students to develop and apply their knowledge and skills in a variety of contexts.
- Ensure that critical thinking, problem-solving and inquiry are embedded in learning across all phases.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Acceptable	Acceptable	Acceptable

- Internal and external assessments show that attainment in Grades 1 to 9 is acceptable. However, internal assessments show progress to be stronger than that shown by external assessments. In lessons and their most recent work, students' attainment is at the minimum curriculum expectations for each grade level.
- In Grades 1 to 9, students' knowledge and understanding of scientific concepts are more developed than their scientific skills. In the KG, children's progress accelerates as they benefit from opportunities for investigation and experimentation.
- To improve students' scientific skills, the school has increased the time allocated to science in Grade 9, and the frequency of using the science laboratory in the elementary school. This is too recent to have a measurable impact on students' outcomes.

For Development:

- Provide students with more opportunities to gain experience independently through open-ended investigations and research.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good ↑	Acceptable	Acceptable	Acceptable

- The learning skills of children in KG are developing at an appropriate rate for their ages. However, older students' skills are developing too slowly to enable the full attainment of the curriculum expectations.
- The majority of students are fully engaged in learning and take responsibility for completing tasks during lessons. This proportion is too small to enable success for all. Almost all students can communicate their learning orally, but fewer can do so in writing. Most students can collaborate when tasks are appropriately designed for them.
- Students' critical thinking, problem solving, innovation and independent work are rarely evident across the subjects in Grades 1 to 9. In these grades, the girls demonstrate these skills more often than the boys do.

For Development:

- Improve students' basic learning skills across the curriculum.
- Provide more opportunities for students to develop their problem-solving, innovative and independent learning skills.

2. Students' personal and social development, and their innovation skills

	KG	Elementary	Middle	High
Personal development	Good	Good ↑	Good ↑	Acceptable

- The attitudes and behavior of students in Grade 9 are less appropriate for their age than those of students in the lower grades. The girls are more self-reliant than the boys, particularly in the upper grades. Children in the KG behave responsibly.
- Across all phases, students are sensitive and caring of each other's needs. They are aware of healthy lifestyles and can make suitable choices regarding their health. Most students, particularly the girls, have respectful relationships with their teachers and others in the school.
- The girls respond more positively to the school's promotion of punctuality at the start of lessons than boys do, particularly in the upper grades.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good

- Most students have firm appreciation and understanding of how Islamic values, such as compassion, tolerance, charity and kindness, influence life in the contemporary UAE society. They link these values to harmony and civility in their communities.
- Students are knowledgeable and respectful of Emirati heritage and culture, such as the national dress, hospitality and the founding of the union. They engage in community celebrations and events such as National Day and Flag Day.
- Students demonstrate a clear understanding of their own cultures and a basic understanding of world cultures. They participate enthusiastically in the school's international day. They enjoy visits to international exhibitions, such as Expo 2020 and the Global Village.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- When given the opportunity, students are eager to be involved in their school and community. They make donations to charity in the spirit of selflessness and caring for others. They volunteer for school events and offer school improvement suggestions to the school leadership.
- Most students have a positive work ethic and a basic understanding of innovation and entrepreneurship. They are developing their leadership skills through the planning of assemblies and participating in the student council.
- Students have a broad awareness of environmental issues. They appreciate the importance of caring for the environment. There are some examples of their direct involvement in projects that promote sustainability and extend their knowledge of conservation and issues facing the UAE.

For Development:

- In the middle and high schools, improve boys' punctuality to lessons and their ability to behave responsibly.
- Provide more opportunities, in all phases, for students to contribute to the school community and be enterprising and innovative.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Good ↑	Acceptable	Acceptable	Acceptable

- The quality of teaching is most effective in the KG, where teachers set clear tasks for children and allow time for their completion. In Grades 1 to 9, the quality of teaching is inconsistent. Some teaching is of good quality, but too often the low teacher expectations limit students' progress.
- Teachers in Grades 1 to 9 display sufficient subject knowledge, but some may misunderstand how students learn, particularly within the expectations of the curriculum. The excessive teacher talk consumes valuable class time, leaving less time for students to develop skills and apply knowledge.
- The resources for teaching and learning suffice, but mathematics lessons lack practical experiences for students. Teachers' skills in asking questions vary in their effectiveness. Some ask probing questions that develop students' thinking, but others are not strategic in using questions to build understanding.

	KG	Elementary	Middle	High
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- The school has adequate procedures for assessing students’ outcomes against the curriculum standards. The school uses Measures of Academic Progress (MAP) to validate their school-based assessments and to check how well classroom learning aligns with the curriculum at each grade.
- The school analyzes assessment data to identify trends and gaps in students’ learning. Subject leaders use this information to guide curriculum adaptations. Other than in the KG, teachers’ use of this information to ensure work is matched to students’ needs is inconsistent.
- School leaders have improved the collection and analysis of assessment data. However, their analysis of MAP results has not produced realistic measures of students’ progress. The improvements in assessment have not had a measurable impact on students’ outcomes.

For Development:

- Ensure teachers raise the challenge in the learning tasks and enable students to work independently for longer periods of time in lessons.
- Develop teachers' use of assessment information to personalize learning, address any gaps in learning and meet the needs of both individual and different groups of students.
- Ensure that the analysis of external assessment results produces realistic measures of students' progress towards attaining curriculum standards.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good ↑	Acceptable	Acceptable	Acceptable

- The curriculum follows the New York State common standards and is enhanced by Arabic, Islamic education and social studies following the MoE curriculum standards. It provides an appropriate variety of learning experiences for the large majority of students and a reasonable balance between theoretical learning and skill development.
- In the KG, the curriculum encourages independence in learning and enhances skill development. Children learn to make choices in their learning activities. In Grades 1 to 9, the curriculum offers students some opportunities to explore other subjects but does not fully support the transfer of learning between subjects.
- All external and internal assessment data is analyzed and shared with subject leaders and teachers. Adjustments made as a result of curriculum reviews include a school-wide focus on the development of mathematical skills.

	KG	Elementary	Middle	High
Curriculum adaptation	Good ↑	Acceptable	Acceptable ↑	Acceptable

- Modifications are made to the curriculum to better meet the learning needs of all groups of students. However, the implementation of these modifications in lessons is inconsistent, as is the implementation of the Individual Education Plans (IEPs) of students of determination.
- The use of technology in all grades enhances students’ experiences and gives them immediate access to a variety of information. Opportunities for students to be innovative, enterprising and creative are limited.
- Links with Emirati culture and traditions are integrated into most subjects, particularly into social studies. These links enable students to develop secure knowledge and understanding of the values, history, culture and traditions of the UAE.

For Development:

- Ensure that the planned curriculum modifications are implemented effectively in lessons to meet the needs of the different groups of students.

5. The protection, care, guidance and support of students

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good

- All health and safety policies and procedures are in place and regularly updated. These include safeguarding and child protection policies. The regular training ensures staff are up to date with all policies and procedures. Steps are taken to protect students from all forms of abuse, including bullying and cyberbullying.
- The school premises are safe, clean and well-maintained. Prompt action is taken to carry out repairs when necessary. Safety checks are conducted regularly, and effective systems are in place to ensure safety on school transport.
- The promotion of safe and healthy living is incorporated into the daily life of the school. Participation in physical activities encourages students to adopt healthy lifestyles. The medical staff contribute to the health education program and ensure health-related records are securely maintained.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- Overall, staff have positive relationships with students and care about their well-being. In the KG, teachers use successful systems for managing children’s behavior and promoting responsibility. These are less successful in the other phases, where some students lack self-discipline and, at times, show inappropriate behavior in lessons.
- Students’ attendance is carefully monitored. This reflects the appropriate emphasis the school has put on regular attendance and punctuality. However, the systems to promote punctuality to lessons are less effective, particularly for boys in the upper grades.
- The school has appropriate systems for identifying students of determination. However, the procedures for identifying students with gifts and talents are underdeveloped.
- Students receive appropriate career guidance and personal support from experienced and enthusiastic counsellors. Counsellors routinely and carefully monitor the personal development of all students.

For Development:

- Improve the behavior of all students, particularly the boys in the upper grades.
- Improve procedures for identifying and providing support for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- Despite a strong commitment to inclusion, the weaknesses in leadership impacts adversely on the quality of provision and outcomes for students of determination.
- The identified student needs are not reflected as targets in their IEPs. This has impeded the lowering of barriers to learning for students of determination.
- Parents are kept fully informed of their children’s progress and are provided with the guidance they require to effectively support their children outside of school.
- The role of the learning support assistants is underdeveloped. Not all teachers take full responsibility for providing students of determination with the appropriate support.
- Teachers’ lesson plans do not take enough account of the differing needs of students, and in particular the content of the IEPs of students of determination.

For Development:

- Strengthen the leadership of the inclusion department and raise the profile of inclusion in the school.
- Ensure that there is effective collaboration between the inclusion department and the classroom teachers so that the needs of students of determination and those with gifts and talents are met.
- Define clear learning targets and accommodations in students’ IEPs and regularly check students’ progress to adjust targets as necessary.

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Good ↑
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable ↓

- Senior leaders demonstrate a clear commitment to the school and to its vision. They carry out their responsibilities with dedication and ensure the school's identity and vision are embedded within all aspects of school life. However, leaders' efforts to improve academic performance are less successful. While the focus on improving the quality of teaching is successful in the KG, it is less so in the other phases. There are shortcomings in the leadership of inclusion.
- Leaders at all levels have a good understanding of students' performance levels and the strengths and weaknesses in teaching. Improvement planning to raise attainment and improve teaching lack specific short term, measurable targets and actions needed to accelerate skill building to raise students' performance above the minimum grade level standards.
- Parents have a voice in the school. They are pleased with the improved methods of communication and say that all enquiries receive prompt responses. Parents find school reports useful but with room for improvement. Parents are content with the steps the school has taken to reach out to the community, such as to the Emirati community on National Day, or to those in the local neighborhood for Eid prayers.
- Governors receive parents' views through the Islamic Advisory and Parent Committees. They have addressed each of the recommendations from the last inspection, such as the recommendation to follow the guidance in KHDA's 'Gift of Good Governance'. Governors hold leaders to account for students' performance. Although governors have provided additional resources, including a literacy specialist and a counsellor, there are still inadequacies in staffing.
- Management routines are effective, and the school runs smoothly on a day-to-day basis. However, the sufficiency of staff is a major concern in the lower elementary grades because of oversized or split classes. Teachers across the school benefit from continuing professional training. Learning resources are adequate. The school environment is cheerful and suitable for learning. Older students make creative use of open spaces, as classrooms may not allow room for all activities.

For Development:

- Ensure that improvement planning contains clear, measurable objectives and appropriate timescales.
- Improve the leadership of the inclusion department.
- Governors should take action to ensure that staffing is adequate, particularly in the lower elementary grades.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae